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ABSTRACT

The design and development of a pre-law program for a small historically black college are described. The model consists of six phases: community outreach/recruitment; an 8-week summer session at the first and second years of college; a second 8-week summer session at the end of the sophomore year; the junior and senior years; and followup. The program components are counseling/advisement, computer-based tutorials, and faculty support. The noncredit summer offerings cover legal writing, consumer advocacy problems, law specialties, taxation laws, business management, and short introductory courses in criminology, negotiation, statutes, ethics, constitutional law, and legal research. Program objectives include: recruit participants from predominantly black high schools and motivate them to explore law careers; offer courses to prepare students for the Law School Admission Test; conduct workshops on completing the law school application process; link students with lawyers who serve as preceptors; offer lectures on current legal topics; provide career counseling; and develop study skills to handle large volumes of materials. Staffing of the program is also discussed. A list of the pre-law major course requirements (30 semester hours) is appended. (SW)

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A PRE-LAW PROGRAM MODEL FOR A SMALL HISTORICALLY BLACK COLLEGE

by

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A PRE-LAW PROGRAM MODEL FOR A SMALL HISTORICALLY BLACK COLLEGE

INTRODUCTION

The increasing importance of the historical black college in educating pre-law students capable of successfully completing law school is increasingly evident by the Bakke, Sears and Webber cases which found their way to the Supreme Court in the last ten years. Indeed, the entire progress of black people from the Constitutional description of "three fifths" a person to laws affecting fair practices in property ownership, voting, housing, schooling and employment has been possible because of a coalition of black and white liberal lawyers interested in improving the social and economic condition of this nation's largest minority. It has become increasingly clear that there exists a need for more black lawyers at every level and in every specialty nationwide.

The Pre-Law Program Model is uniquely designed to increase the pool of qualified black applicants to law schools. The model follows participants from the summer prior to their entrance to college through their legal training at their respective law schools.

NEEDS STATEMENT

According to the Department of Labor's statistics, there were 478,000 lawyers actively practicing in the U.S. in 1979. Of this number, 2.5% are black and other racial minorities. It is safe to say the percentage of black lawyers is substantially lower than these "minority totals" suggest. The National Bar Association believes there are 11,000 black lawyers nationwide. Indeed, the National Law Journal in a recent survey, found only twelve blacks among more than 3,700 partners inthe nation's 50 biggest and most powerful law firms. Six of the blacks work in Washington, D.C.. Indeed, Washington is cited by the article as having larger numbers of blacks than other cities in the country.

Although the major law specialties include administrative law, antitrust law, criminal law, family law, general practice, individual rights and responsibilities, insurance, negligence and compensation law, international law, labor relations law, local government law, natural resources law, patent trademark and copyright law, public contract law, public utility law, real property probate and trust law, science and technology, taxation, and urban state and local government law, to mention a few, blacks are totally excluded from most of the aforementioned specialties. J. Clay Smith, Jr., a commissioner with the Equal Employment Opportunity Commission has calculated approximately 15% of black lawyers are in private practice, 30% are in federal and state government jobs, 20% work for corporations, and 20% are in nonlegal jobs or unemployed. Four percent are with public interest firms and 2 percent teach in law schools.

The Law School Admissions Test is one of the heavier criteria used to assess potential law school performance. Most blacks accepted to law school score 200-300 points lower than their white counterparts. Successful performance on the LSAT is vital for consideration by most law schools. Other criteria include the application, writing samples, grade point average and the interview.

The Pre-Law Program Model will address the particular needs of the students enrolled in the project.

PROGRAMMATIC GOALS

- To recruit minority high school seniors interested in careers in law.
- To provide an intensive eight week summer program for minority Pre-Law students.
- To provide program participants with a cross-departmental curriculum designed to enhance the actual law school experience.
- To provide intensive basic skills workshops and writing labs throughout the four year undergraduate college experience.
- To expose minority Pre-Law students to various specialties within the profession.

- To provide the minority pre-law student with experience in law offices.
- To provide the student with career related counseling.
- To assure 80% of the pre-law program participants admission to law school.

THE OBJECTIVES

- To solicit prospective participants from predominantly black high schools.
- To develop an eight week pre-law summer experience.
- To motivate high school seniors to explore careers in law.
- To mobilize area law professionals to provide their advice and experience to Pre-Law Program participants.
- To conduct workshops on completing the Law School Application form, interview techniques and study tips for the LSAT.
- To provide students with preceptors (practicing lawyers who serve as "Big Brothers/Sisters").
- To provide students with visits to the county, state, federal and Supreme courts.
- Provide students with courses specifically designed to prepare them for the LSAT (Kaplan).
- To expose students to positive role models via lectures on current legal topics.
- To counsel students to reinforce the humanistic rewards of careers in law.
- To emphasize the need for effective study methods to handle large volumes of materials.
- To emphasize the need for the development of effective writing skills.
- To provide students with additional courses in business and management at the junior and senior years to develop techniques and strategies for setting up a legal practice.
- To provide the student with knowledge of state certification procedures.
- To explore computer based instruction for reinforcement purposes.
- To provide students with a course in Latin to provide them with a broader base to build vocabulary.
- To provide students with a stipend in the form of free tuition and/or free housing to eliminate the requirement of outside employment.

THE PROGRAM DESIGN

The Pre-Law Model consists of three components and six phases. The components function throughout the six phases to insure student success.

The components are the counseling/advisement, computer-based tutorial and faculty support. The first two components are funded. The third, faculty support, functions throughout the program in specific ways.

The counseling/advisement components includes the program director, coordinator and counselor who are responsible for project publicity, development, recruitment, counseling and advisement.

The computer-based tutorials are conducted in a laboratory setting. A trained technician is responsible for setting up and implementing learning reinforcement programs on computer terminals.

The faculty component monitors computer information, assuring its relevance to course work. In addition, the faculty will continually re-vamp existing curriculum to meet the needs of pre-law students.

Phase I is the community outreach/recruitment stage whereby program personnel conduct seminars on the project at predominantly black high schools, black social clubs, fraternities and sororities. This effort will begin in late September and will last until the end of January. Program applications and brochures will be given out at these meetings. Program personnel will secure and process application forms until the end of February. At that time, an Admissions Committee will meet to select the fifty program participants who will be notified by mail of their selection. The Admissions Committee will consist of professionals from area colleges and universities and local school districts. Each Admissions Committee member will be given one week to review applicant folders prior to the Admissions Committee meeting. Members will each have one vote per applicant. Committee members will be given the following guidelines for selection:

Eligibility requirements:

a. senior in high school.

b. attending a predominantly black high school.

c. have a cumulative grade point average between a B and C.

d. no lawyers in the immediate family.

e. economically, socially, educationally or culturally deprived.

f. be a member of an underrepresented group.

A total of thirty students will be selected for participation.

Phase II is the summer program. Participants will go through eight weeks of courses in legal writing, consumer advocacy problems, specialties in law, taxation laws and business management. Three courses will be offered for each four week period; legal writing, however, will run for 8 weeks. Participants will be paid a weekly stipend of $100 per week to compensate for monies not earned during the summer.

Phase III is the first and second years of college during which preceptor volunteer experiences occur. Students will collectively participate in a program designed to meet their needs.

Students must maintain a cumulative GPA of 2.75 by the end of the first year and 3.0 by the end of the second year.

Participants will be provided with a program counselor/advisor to monitor progress via test performance, attitudinal scales and performance evaluation ratings throughout each semester.

During the first year students will meet monthly with a legal preceptor ("Big Brother/Sister") to discuss course relevance and applications in the area in which the preceptor is working. Preceptors will provide valuable feedback on the nature of the dialogue and student progress to the program director.

In the second year, participants will actually work in the preceptor's

office on a volunteer basis. Student work assignments will include title searches and research assistant type tasks. Students will have the opportunity to apply those skills developed during the summer sessions.

Phase IV is the 8 week summer session at the end of the sophomore year. Phase IV will run simultaneously with Phase II. Students will take introductory level courses in Criminology, Negotiation: Theory and Practice, Statutes and their Interpretation, Double Issue Advocacy: A Question of Ethics, Antitrust Law, Taxation, Economics for Lawyers, Constitutional Law and Legal Research. These courses will be taught by visiting adjunct professors who are currently practicing in these fields. No credit is given for these courses.

Phase V are the junior and senior years. Intensive training for the LSAT will include workshops on test-taking skills for the LSAT, the Kaplan course for the LSAT, interview techniques, application procedures and field trips to local, state and federal courts. Phase V terminates with admission to law school.

Phase VI is the follow up. Students are followed through questionnaires to the students themselves and the Dean's Office of the law school. The follow up will include a directory of services available for students at each law school. The directory will include names of contact persons in the minority affairs sections of the law schools.

METHODOLOGY

Phase I - Recruitment will begin in early October with project presentations at assemblies at predominantly black high schools. Counselors and principals will also be asked to refer students for the summer program. Recruitment will terminate with the application deadline of February 15. The Admissions Committee will meet during the first week in March to select fifty program participants for Phase II.

Phase II will begin the third week in June and last until mid-August (8 weeks)

Courses taught in 4 week segments will include consumer advocacy problems, specialties in law, taxation and business management. Legal writing will be taught for the entire eight weeks. Outside consultants (lawyers) in private practice and/or at area law schools will teach all summer courses.

The summer stipend of $100 per week will compensate for monies not earned by participants during the summer.

To expedite student's registration, participants will automatically be enrolled in prescribed courses. This process will be facilitated by program personnel. Phase III includes the academic course work for the first two years at the host college, the preceptorship and volunteer experience. During this time frame, programmed learning for reinforcement purposes will be available through the Systems Development Corporation.

The Pre-Law major courses are listed in the Appendix. They represent a multidiscipline approach and will change subject to approval of the department chairperson based on recommendations by the project director and faculty (adjuncts as well as full time).

Preceptors will be sought out by project staff to serve for one year periods of time. At the end of each year, preceptors will be asked to continue with the same student, provided the student has maintained program standards for performance. The preceptor will be a valuable connection for the pre-law student. From this contact, the volunteer experience may well develop. There will, however, be additional volunteer sites established for students. These will include the National Bar Association and other cites established by the project director.

The project counselor will closely monitor each student's progress on tests in courses as given. In addition, the counselor will do personal counseling to assist with problems of adjustment and stress. The counselor will conduct group workshops on coping mechanism, alternative behavioral models and values clarification. Some intergroup dynamic exercises will be used to strengthen group

cohesiveness and identity.

Phase IV is the second eight week summer session which will run simultaneously with Phase II. The introductory law courses will be taught without credit by visiting adjunct professors who are currently practicing in these fields. These courses will be similar to the actual content of courses taught at most law schools. This will further assist the student in his clarification of the nature of law school. The counseling/faculty components are critical to program success during the summer. The project director, coordinator counselor and faculty will meet bi-weekly to discuss each student's progress.

Phase V are the junior and senior years. Student progress will be monitored closely by the counselor and faculty components. Workshops will be conducted by outside consultants. Field trips will be determined by the project director with the approval of the political science chairperson. The LSAT prep course will be offered by Kaplan Center personnel at the college in the fall of the student's junior year.

Phase VI is yearly follow-up of participants at their respective law schools. Checklist type questionnnaires will be developed for the Dean's office to check off and return. In addition, questionnaires will be sent to participants asking them to appraise their progress and that of the Pre-Law program in relation to their course work performance.

EVALUATION

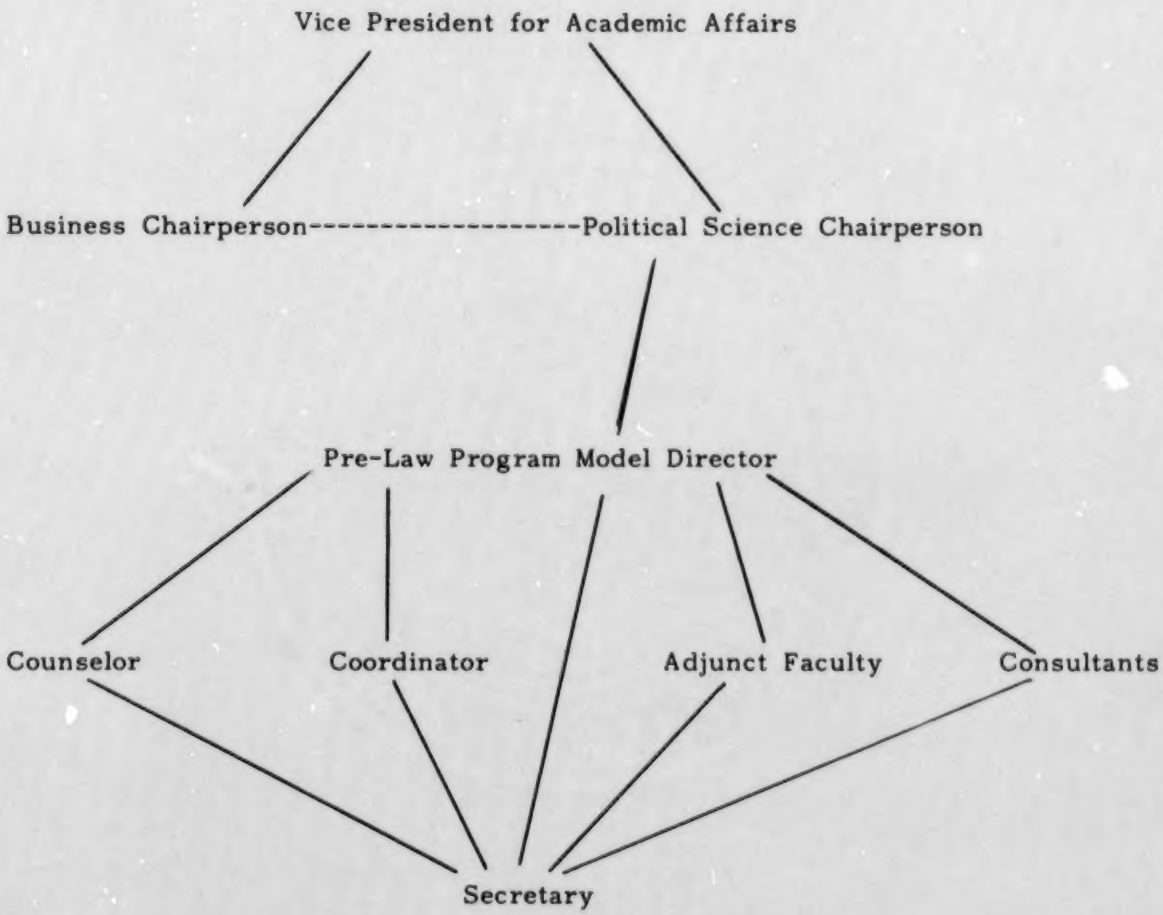
Evaluation will be conducted throughout all 6 phases and by all three components. Evaluation will consist of pre-post testing in all courses (teacher made and standardized where appropriate), student/faculty questionnaires, Nelson/Denny reading test scores, writing samples and mock LSAT pre-post tests.

Evaluation of the computer terminal based instruction is included in the program. In addition, faculty and Control Data Corporation consultants will

monitor program content for effectiveness.

Evaluation pre- and post-tests will be developed for each course during the summer, prior to the student's enrollment in those courses. These results will be utilized for program development and improvement of curriculum. Continual evaluation is vital for improvement in participant performance. Evaluation will be viewed by faculty and administration as positive and beneficial to the student. In those courses requiring upgrading, a curriculum review committee will offer suggestions to faculty for improvement of courses. The program director with the approval of the political science chairperson is responsible for implementing course review procedures.

1.7 Staffing Pattern



I. The Director

The Pre-Law Program Model Director is responsible for total program implementation. He/she will report to the chairperson of the Political Science department. He/she will supervise the coordinator, counselor, adjunct faculty and outside consultants. The director is responsible for locating funding sources, writing proposals and monitoring program expenditures. He/she is responsible for community outreach/recruitment presentation; area law school contacts for advisory boards/panels/committees and committee appointments. He/she will chair all committee meetings included in the project. The position is full time, 40 hours per week on a 12 month contract.

Qualifications: Juris Doctorate degree with an ability to identity with disadvantaged black students. Three years of appropriate and progressively responsible experience at a predominantly black college may be substituted for the J.D. degree. Preference will be given to applicants with a Ph.D. degree in law, political science or history. Recent graduates of an ABA approved law school are encouraged to apply.

Salary: Negotiable

II. Coordinator

The coordinator will establish and pair preceptors with students, secure rooms for summer session courses/workshops, establish a schedule of workshop presentations, pair students with volunteer cite experiences and arrange student appointments with adjunct faculty members. The coordinator will assist the director in program development and implementation.

Qualifications: Master's degree in a social science with progressively responsible experience at a predominantly black college. The coordinator must possess the

ability to identify with disadvantaged black students. Coordination skills in a similar type program would be helpful.

Salary: Negotiable

III. The Counselor

The counselor is responsible for on-going personal and career counseling of participants from the Phase II summer program through Phase V. Personal, academic and career counseling/advisement will be provided for the twelve month period. The counselor is responsible for administering, scoring (where appropriate) and interpreting standardized tests used for program evaluation purposes.

The counselor reports directly to the project director.

Qualifications: M.A. in guidance and counseling or related field. Three to four years of experience working with disadvantaged black youth. Experience may not be substituted for education.

Salary: Negotiable

IV. Adjunct Faculty

Adjunct faculty must be active lawyers with established practices and/or law school affiliations capable of teaching the courses outlined. Adjunct faculty will be sensitive to the needs of disadvantaged black students.

Qualifications: J.D. degree; law school affiliation and/or private practice; demonstrated teaching ability. Applicants must be sensitive to the educational problems of disadvantaged black students.

Salary: Negotiable

V. Secretary

The secretary will work for the project director, coordinator, counselor and adjunct faculty on any office type assignment relative to the program. The secretary will maintain office files, type, answer the telephone and be cordial at all times.

Qualifications: High school graduate with secretarial school courses or three years of experience in an office setting. Type a minimum of 75 words per minute.

Salary: Negotiable.

1.8 Budget

Salaries

Director

Coordinator

Counselor

Adjunct
Faculty (10)

Secretary

Subtotal

Field Trips

Kaplan course

Office Supplies

Office Equipment

Stipends

Subtotal

Grand Total -

Appendix A

Pre-Law Major Requirements - 30 semester hours

I. Administrative Writing (6 hr.)

1501.103-104 Technical and Report Writing

II. Political Science (21 hrs.) - 12 hrs. total - 3 hrs. required for field work.

Select 9 hours from the following:

2207.231 - U.S. National Government

2207.130 - Introduction to Political Science

2207.135 - Legal Rights and Remedies

2207.140 - Black Politics in the U.S.

2207.318 - U.S. Constitutional Law: Political and Civil Rights

2207.320 - International Law

REQUIRED: 2207.360 - Fieldwork in Politics, Law and Public Administration

III. Ethics (3 hrs.) - Choose One

1509.105 - Introduction to Ethics

1509.103 - Introduction to the Principles of Reasoning

IV. History (3 hrs.) - Choose One

2205.306 - American Business and Urban History, 1877-1920

2205.440 - The Federal Courts and the Afro-American Since 1865

V. Business (6 hrs.)

0506.321 - Business Law I

0506.322 - Business Law II